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SUNY's E-Textbook Opportunity: Lessons from a Collaborative Pilot

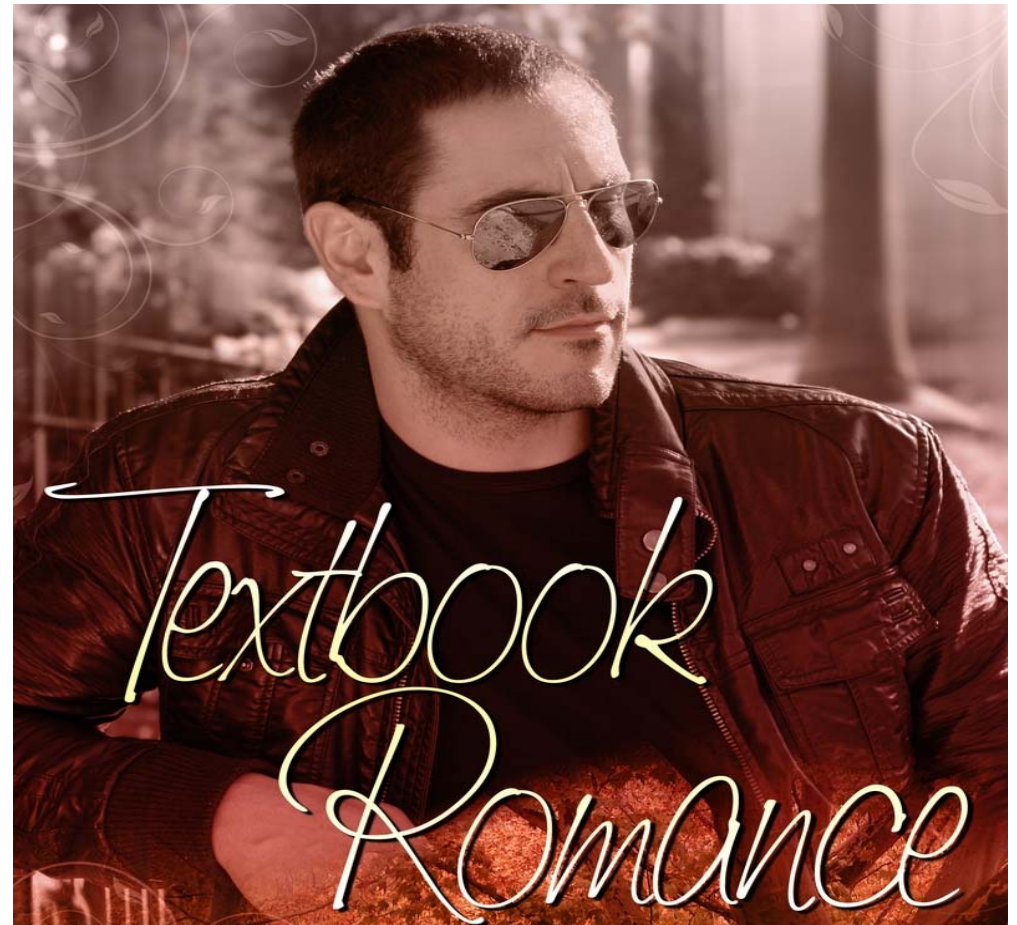
SUNYLA Annual Conference
June 13, 2013

Charles Lyons
Electronic Resources Librarian
University at Buffalo

Mary Jo Orzech
Director, Drake Memorial Library
College at Brockport

Dean Hendrix
Assistant Director of University Libraries
University at Buffalo

Image: Anne Holly, author, *Textbook Romance*





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The New York Times

COPYRIGHT, 1901, BY THE NEW YORK TIMES COMPANY.

NEW YORK, THURSDAY, NOVEMBER 14, 1901.—SIXTEEN PAGES. ONE

New York Times (1857-1922); Nov 14, 1901;

ProQuest Historical Newspapers: The New York Times (1851-2009) with Index (1851-1993)
pg. 3

BOOKS DENIED TO STUDENTS.

Some Had Been Mutilated and New
York University's Faculty
Withdrew Them.

A notice signed by Dean Ashley and Prof. Tompkins was posted in the Law Library of New York University Tuesday to the effect that textbooks used by the students in their regular work could no longer be obtained in the library. No reason for the withdrawal of these books was assigned, and some of the students feel that it is a great hardship, as it necessitates the purchase of expensive books by those who have depended on the library. Those who

**Libraries
and Textbooks:
It's Always
Been a Rocky
Relationship**

Source: Proquest Historical
Newspapers

The Classic Textbook Role for Libraries



Source: SUNY Geneseo Milne Library

The Emergence of e-Textbooks: Time for Libraries to Re-Think Roles



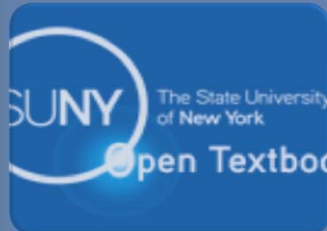
Source: OnlineEducation.net

3 Approaches to Affordability



1. Traditional Publishers

- Negotiating with traditional publishers for lower prices (often by buying in bulk).



2. Open Textbooks

- Creating alternatives to compete with traditional textbooks... free ones!



3. Information Disclosure

- Informing instructors, students, and administrators about options for saving money



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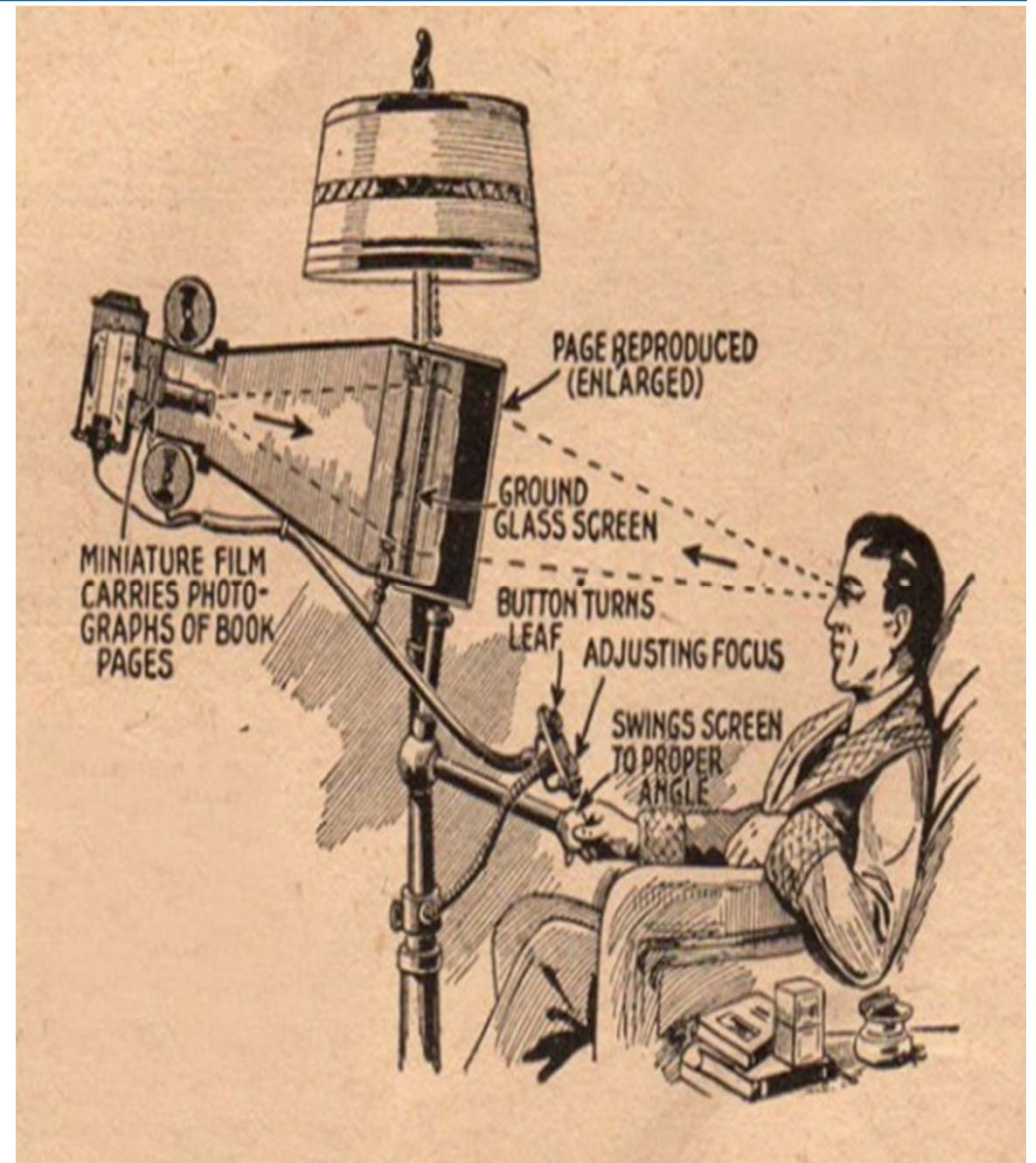
SUNY's e-Textbook Opportunity:

CURRENT STATUS OF E-TEXTBOOKS



e-Textbooks Are in Their Infancy

First step was getting them online; second step is making them better: we're just starting the second step



All Fall 2013 Courses

Helpdesk Sandbox HD

Discrete Mathematics and Its Applications, 7e
Checkout Print

0 Notes

Chapters

Cover

Contents

Ch 1: The Foundations: Logics and Proofs

Ch 2: Basic Structures: Sets, Functions, Sequences, Sums, and Matrices

Ch 3: Algorithms

Ch 4: Number Theory and Cryptography

Ch 5: Induction and Recursion

Ch 6: Counting

0 Notes

Show instructor highlights

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CHAPTER 1

The Foundations of Logic and Proofs

- 1.3 Propositional Logic and Truth Tables
- 1.4 Predicates and Quantifiers
- 1.5 Proof Methods and Strategies
- 1.6 Rules of Inference
- 1.7 Introduction to Proofs
- 1.8 Proof Methods and Strategy

The rules of logic specify the meaning of mathematical statements and allow us to understand and reason with statements such as "There exists a number n such that n^2 is the sum of two squares" and "For every positive integer n , the sum of the first n positive integers is $n(n+1)/2$." Logic is the basis of all mathematical reasoning. It has practical applications to the design of computing systems, to artificial intelligence, to computer programming, to programming languages, and to other areas of computer science, as well as to many other fields of science.

To understand mathematics, we must understand what makes up a correct mathematical argument, that is, a proof. Once we prove a mathematical statement is true, we call it a theorem. A collection of theorems on a topic organize what we know about this topic. To learn a mathematical topic, a person needs to actively construct mathematical arguments on this topic, and not just read exposition. Moreover, knowing the proof of a theorem often makes it possible to modify the result to fit new circumstances.

Everyone knows that it is surprising how difficult it is to prove that computer programs always do what they are intended to do. Computers are used to construct their own proofs.

In this chapter, we will explain what makes up a correct mathematical argument and introduce tools to construct these arguments. We will develop an arsenal of different proof methods that will enable us to prove many different types of results. After introducing many different methods of proof, we will introduce several strategies for constructing proofs. We will introduce the notion of a conjecture and explain the process of developing mathematics by studying conjectures.

1.1 Propositional Logic

Analytics: big brother is watching!

Offline: Read without Internet connection

Social features: sharing notes & hi-lites

Highlight

+ Add Note

Close



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SUNY's e-Textbook Opportunity:

IMPLEMENTING A SUNY COLLABORATIVE PILOT



3 unique campuses...with a lot in common



SUNY Brockport
8,400



**University at
Buffalo**
29,000



SUNY Delhi
3,100



University at Buffalo Libraries' e-Textbook Initiatives

1. Course Based

- 850 students, 5 courses, Courseload platform, McGraw Hill as Publisher, Fall 2012

2. Student Based

- 300 Educational Opportunity Program (EOP) students CourseSmart platform, Spring 2013

3. Multi-Campus

- 443 students, 6 courses, 3 SUNY's, 6 publishers, CourseSmart, Spring 2013, IITG

4. Site License

- Nature's Principles of Biology, campus wide access to limited version, FY 2012-13



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**University
Bookstores:
may or may not
be allies
(exclusivity
agreements!)**

1. DESCRIPTION OF PREMISES COVERED BY REVOCABLE PERMIT.

The premises covered by this Revocable Permit is the real property described in Exhibit "B", attached hereto and made a part hereof, which real property is hereinafter collectively referred to as the "permit premises".

→ 2. During the duration of this Revocable Permit for so long as [REDACTED] does not operate another bookstore, directly or indirectly under [REDACTED]'s name, or any other name, within a radius of three miles of [REDACTED] Campus [REDACTED], [REDACTED] shall have the sole and exclusive right to sell and rent typewriters, as well as sell new and used textbooks, workbooks, fiction, general reference books, paperback books, mimeographed materials, stationery, school supplies, physical education equipment, college jewelry, fountain pens, novelties, toilet articles, soft goods, greeting cards, cameras and photographic supplies, art supplies, class rings, room accessories, language tapes, and other merchandise ordinarily sold in college student bookstores, on any premises covered by any Revocable Permit from [REDACTED] which permits the operation of a bookstore. * Furthermore, [REDACTED] will not, either



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Implementation

- **Identify faculty & texts**
 - **HEOA list**
- **Communication with partners**
 - **Vendors (demos, negotiations)**
 - **LMS admins and IT (installation)**
 - **Security officers (FERPA)**
 - **Business officers (contract terms)**
 - **Librarians (support; problem escalation)**
 - **Accessibility office**
 - **Participating faculty and students**





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Identity Management

UBlearns

Dean Hendrix | My Places | Home | Help | Logout

UB Libraries e-Textbook Program ADM_LIB_cflyons_0113 | Access Your e-Textbooks

Access Your e-Textbooks

Add Course Module

CourseSmart Instant Access

CourseSmart [Click to view bookshelf](#)

CourseSmart®

Register to Create an Account

*Create a Password: at least 6 characters

*Re-enter Password:



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The SUNY pilot: By the numbers

- 443 students
- 6 faculty/classes
 - Nursing (4), History, Psychology
- 6 publishers
- 3 LMS (Angel, Blackboard, Moodle)
- 1 payer - \$20,000 IITG funds





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Rolling out e-Textbooks

“These pilots run themselves”

- **Faculty communication and student training**
- **Support: providing help/support during pilots was NOT as heavy as expected**
- **Assessment and IRB approval**

SUNY



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e-Textbook Pilots: Other Lessons Learned

- **Accessibility: most vendors are behind**
- **Faculty education is needed**
- **Length of access: need more options**
- **Contract terms must be negotiated**
- **Larger collaborations needed**





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SUNY's e-Textbooks Opportunity:

STUDENT PREFERENCE & LEARNING OUTCOMES

SUNY

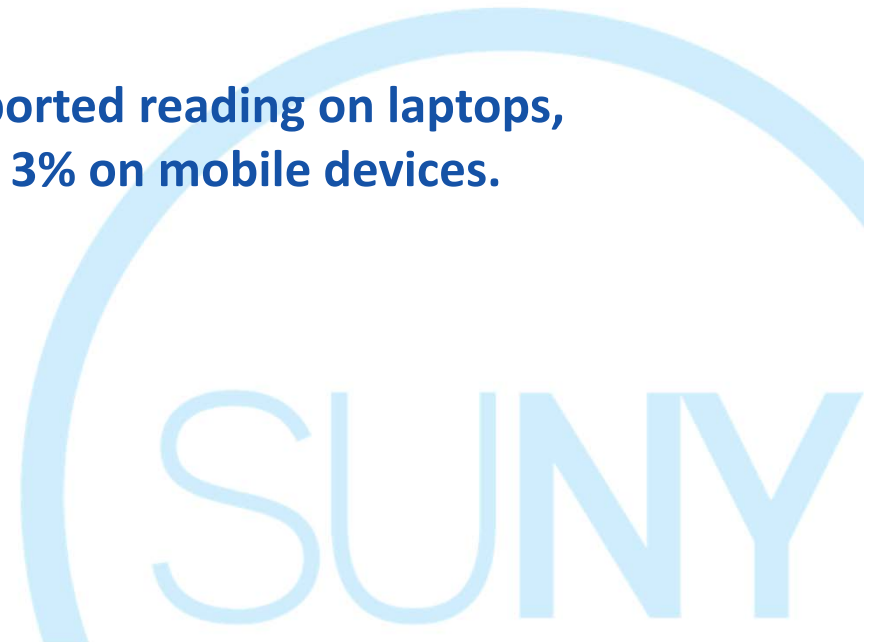


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Student Surveys – SUNY IITG Cohort

Sent online surveys with multiple reminders- 153 responses ~35% response rate.

- students self-reported reading average of 62% assigned materials.
- Majority of time (63%) students reported reading on laptops, 16% of time desktops, 8% on tablets, 3% on mobile devices.
- 10% printed or purchased texts.





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Student Learning Trends – SUNY IITG Cohort

- **Self-reported increases in:**
 - Understanding**
 - Organization**
 - Engagement**
 - Flexibility**
- **No reported differences in:**
 - Made study time more efficient**
 - Became part of my routine**
 - Reading more**





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Student Satisfaction – SUNY IITG Cohort

Students generally agreed with:

- Other students in the class seem to like e-textbooks
- I would recommend e-textbooks to other students
- I see the value of e-textbooks

Yet:

- 1/3 e-text provides better learning experience
- 1/3 makes no difference
- 1/3 print text provide better learning experience

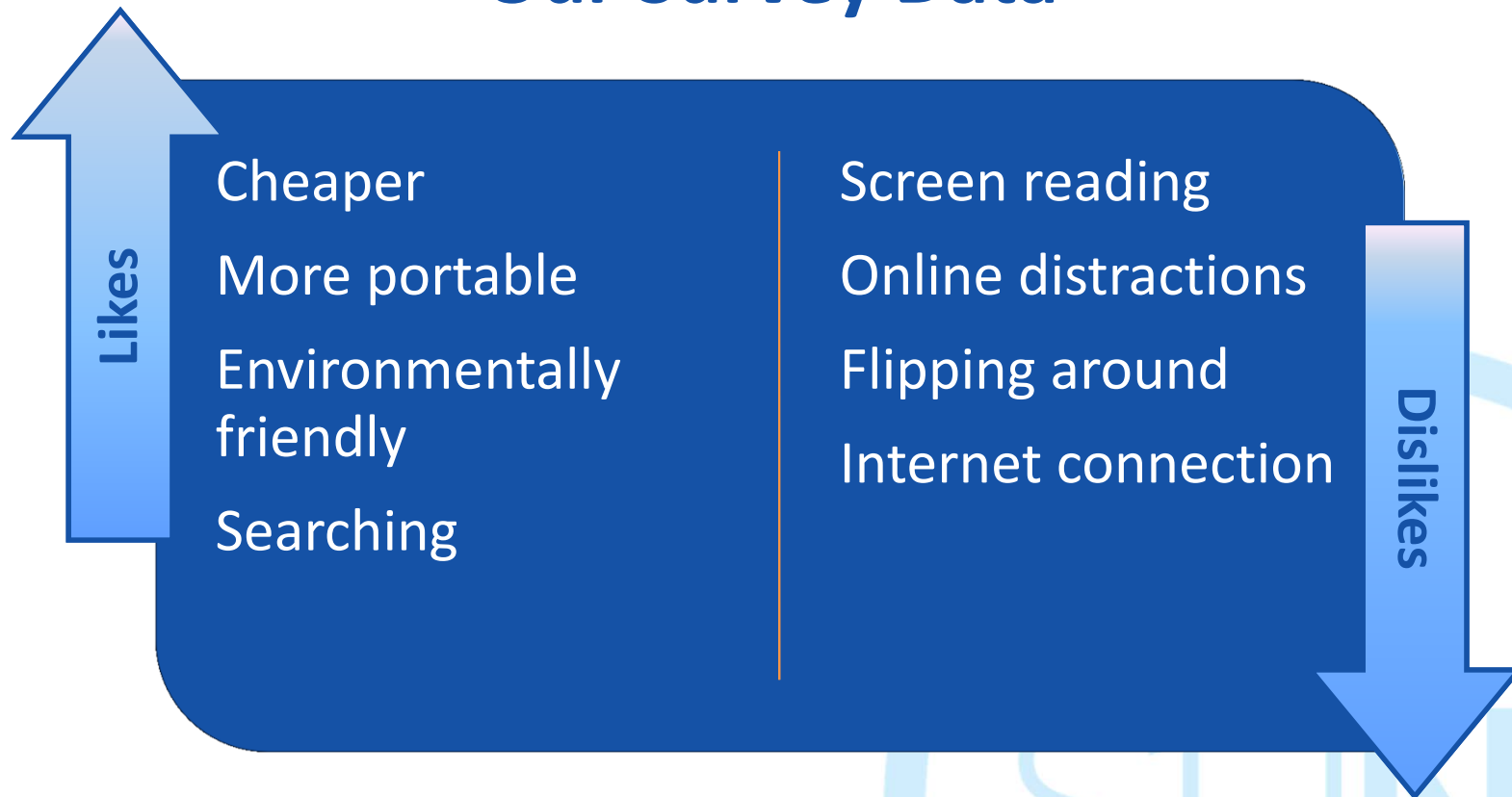
Provided thoughtful ideas for improvements.





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e-Textbooks: Student Likes and Dislikes Based on Our Survey Data

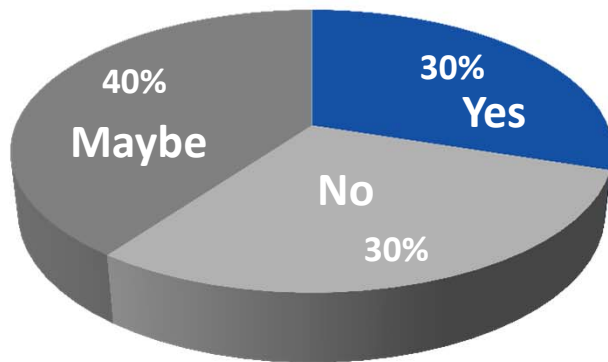




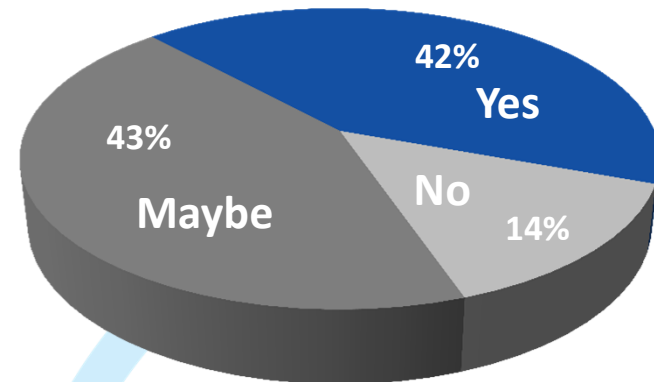
Rapidly shifting attitudes – UB Data

Q: Do you plan to purchase an e-textbook in the future?

Fall 2012



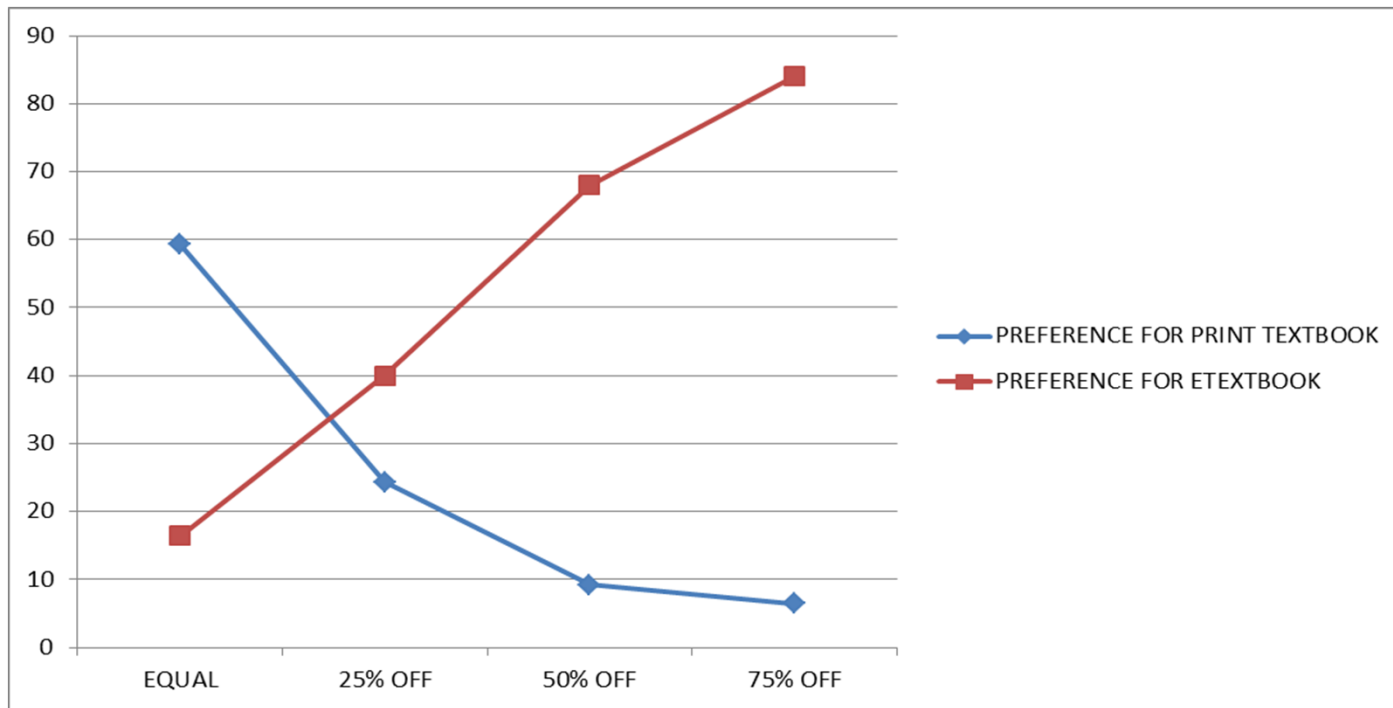
Spring 2013





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FOR STUDENTS, COST TRUMPS ALL





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STUDENT QUOTES

“E-textbooks hurt my eyes. I hate it, except it was free so I hate it slightly less. (UB)”

“Overall I prefer e-text. Especially if i can access it from a tablet (not just an ipad!) without internet access. (Delhi)”

“thank you for providing a free version of the text book, i probably wouldn't have purchased it had it not been for the fact that it was free. i would of either tried to access it through the library or asked a fellow classmate. (Brockport)”

“...an option to keep the books after the semester, or even purchase the books at a lower rate would be great for students like me. (UB)”





FACULTY COMMENTS

“I didn’t know that textbook affordability was a problem until a student told me she couldn’t afford the textbook and was borrowing from a friend.... happy that you asked me to participate.” (UB, Nursing)

“It was GREAT to have the text constantly available... I liked being able to show certain tables/graphs/etc from the text on the screen directly... that was a big improvement ...And nursing texts are notoriously heavy to carry around.” (Brockport, Nursing)

“While I initially resisted the change to an etext, I now find the use much easier than hard copy. As I continue my education, I am required to purchase textbooks and find I will choose an etext before purchasing hard copies.” (Delhi, Nursing)



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SUNY's e-Textbooks Opportunity: **AFFORDABILITY**



e-Journals Didn't Lower Prices, Why Can e-Textbooks?

- **Used Market:** publishers are motivated because they are losing money on print
- **Frustration:** textbook consumers are fired up
- Journals are tied to **promotion and tenure;** textbooks not so much
- **Open textbooks** can provide much needed competition
- We've learned something from **past transitions** with e-journals and e-books

Reasons Why They Cost Too Much... Inelastic¹ and Mediated² Market

¹**Inelastic:** price does not affect demand (not yet)



Publishers



Professors

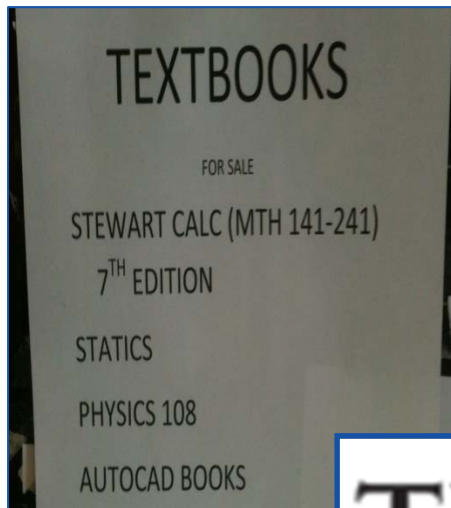


Students

²**Mediated:** the book **chooser** is not the book **buyer**

How Students Respond to High Prices

Used



Sharing



Pirate



Library



THE CHRONICLE of Higher Education

August 23, 2011

**7 in 10 Students Have Skipped Buying a Textbook
Because of Its Cost, Survey Finds**

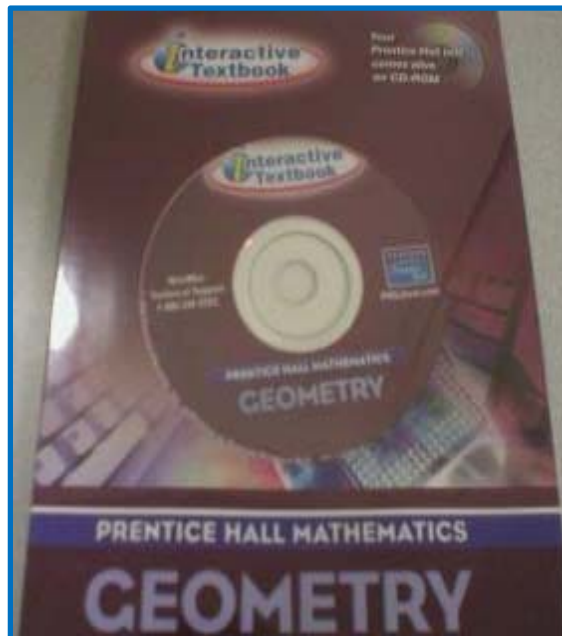
Go Without



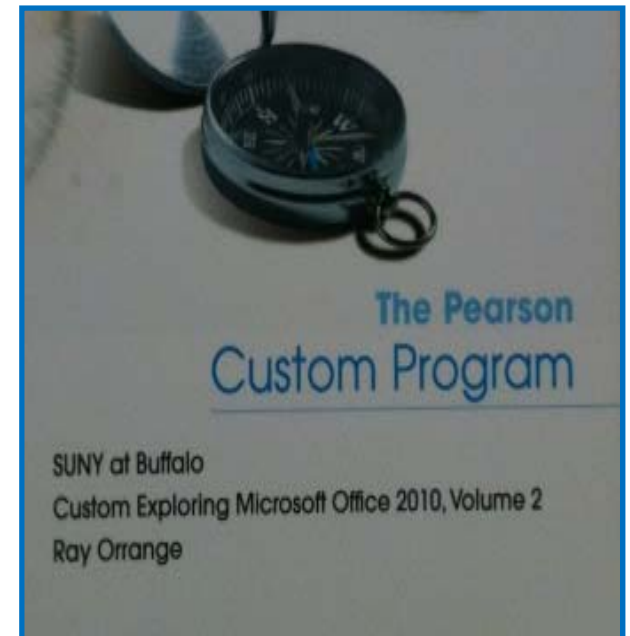
How Publishers Respond to Students Not Buying New Textbooks



New Editions

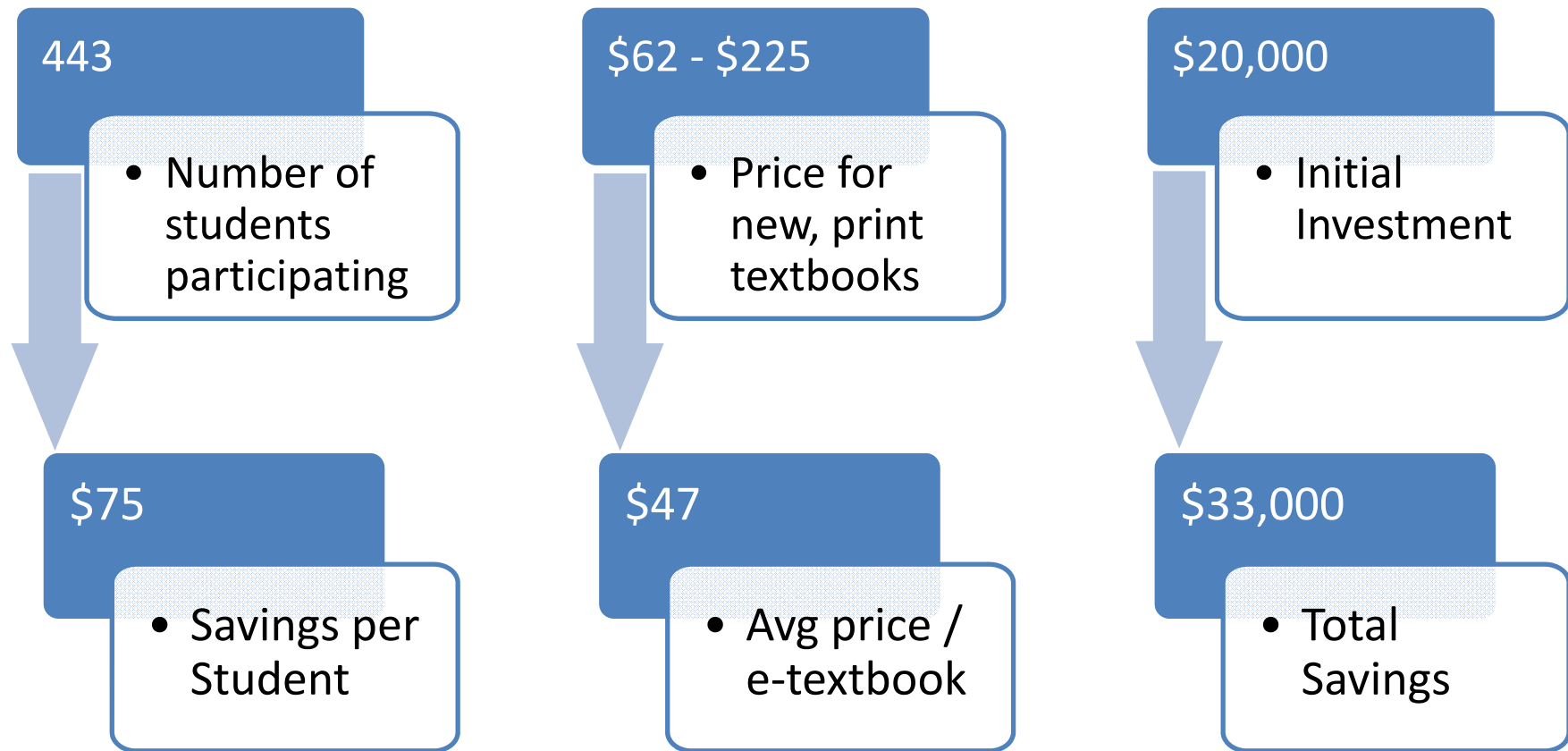


Bundling with Supplementals



“Custom” Textbooks

Savings From Our Pilot



Other e-Textbook Pilots Show Savings As Well

1. Course Based

- 87% avg savings off new list
- \$23 per student per e-textbook

2. Student Based

- \$42 per student per e-textbook

3. Multi-Campus

- 61% avg savings off new list
- \$47 per student per e-textbook

4. Site License

- Each unique visit = \$1.60



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E-textbooks save SUNY students money...



...and 427,403 of them amplifies that savings

This work is licensed under a [Creative Commons Attribution 3.0 United States License](https://creativecommons.org/licenses/by/3.0/us/).





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SUNY's e-Textbook Opportunity:

BUSINESS MODELS





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Content Acquisition Models:

Collaboration is Key

Partnership with the University Bookstore(?)

Content Aggregators

- CourseLoad, CourseSmart, Vital Source, CafeScribe, Kno

Individual Publishers

- Cengage Brain, McGraw-Hill Connect, Pearson MyLabs, Wiley Plus

Academic collaborations

- Internet2/EDUCAUSE
- SUNY / New York State
- Anyone in the audience?





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Looking Forward: Sustainable Business Models

- **SUNY as an Individual License Negotiator**
- **Course Based Fee**
- **Universal e-Textbook Fee**
- **Pay per view**
- **e-Textbooks as Financial Aid**
- **Open Learning Resources**





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More Experimental Business Models

- e-Reserves and other library models
- Performance based pricing
- Edition based pricing
- Tiered pricing
- Move away from pricing based on discount off list print price
- Big deals, bundles
- Site licenses





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SUNY's E-textbook Opportunity:

LIBRARY ROLES

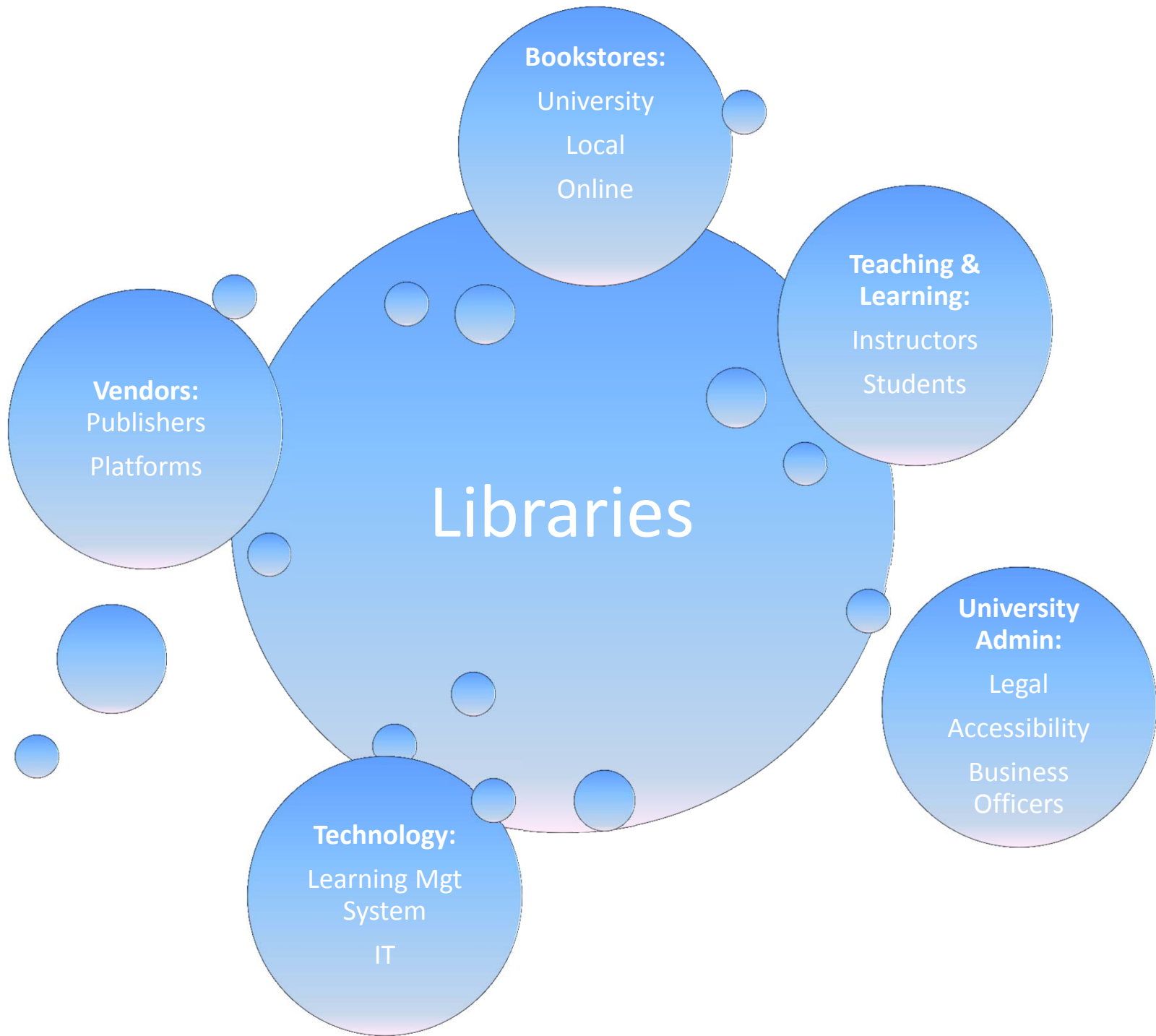




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Why the Library?

- **Libraries have managed transitions from print to electronic before**
- **Libraries know academic publishing and licensing**
- **Libraries already manage access to non-textbook e-books**
- **Tomorrow's e-textbooks will resemble today's library databases**
- **This is an opportunity for library to (further) integrate in to the curriculum**
- **Libraries are well positioned on campus as coordinators and facilitators**





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e-Textbooks are Coming... Are Libraries Ready?

- **Students will soon arrive at college expecting e-textbooks**
- **Graduates will be expected to be e-literate**
- **Publishers are motivated to get out of print**
- **e-Textbooks are currently only at 10% of the market**
- **We are early in the evolution of e-textbooks**
- **Increasing ubiquity of e-Readers, tablets, smartphones**
- **Rise of online learning and MOOC's**

Open learning resources and the declining centrality of the textbook



Open Academics

CEHD | College of Education and Human Development

Search the Catalog

Open Textbook Catalog

In an effort to reduce costs for students, the College Education and Human Development has created this catalog of open textbooks to be reviewed by faculty





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What's stopping us from a focused
e-textbook effort that makes
a SUNY education more affordable
AND
improves student learning?



SUNY's e-Textbook Opportunity:

THANKS! QUESTIONS?

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